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ABSTRACT

California has developed an alternative accountability system for schools with fewer than 100 students, alternative schools of various kinds, community day schools, and other schools under the jurisdiction of a county board of education or a county superintendent of schools. This document is a guide to assist local administrators in completing the tasks required for all schools participating in the Alternative Schools Accountability Model (ASAM). School districts or county offices of education must select two performance indicators to evaluate, obtain approval from the local board of education, and notify the California Department of Education of the indicators they have chosen. They must collect data supporting these indicators for the school year, and they must send in their data collected between July 1, 2001 and June 30, 2001 to the state by July 30, 2002. The first section of this guide contains background information and a discussion of the guiding principles of the ASAM. The second section discusses ASAM participation and key concepts, and the third section outlines considerations for choosing ASAM indicators. Section 4 contains definitions and requirements, and section 5 contains the implementation timeline for schools participating in the ASAM. The sixth section contains indicator descriptions and sample report forms for 15 indicators. Section 7 provides some sources for additional information. Three appendixes list the types of schools participating in ASAM, the guiding principles for the development of the ASAM system, and the three alternative accountability models. (SLD)

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ED 459 197

Alternative Schools Accountability Model

2001-2002
Indicator Selection and
Reporting Guide

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California Department of Education
Alternative Accountability System

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Alternative Schools Accountability Model
2001-2002 Indicator Selection and Reporting Guide

I. Background and Introduction

California's Alternative Accountability System has been developed following the mandate of the Public Schools Accountability Act, Chapter 3, Statutes of 1999 [Article 2, section 52052 (g)] which required that by *... July 1, 2000, the State Superintendent of Public Instruction, with the approval of the State Board of Education, shall develop an alternative accountability system for schools with fewer than 100 pupils, and for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, and alternative schools, including continuation high schools and independent study schools.*

Responsibilities of Participating Schools and Districts

All schools participating in the Alternative Schools Accountability Model (ASAM) must complete three critical tasks during school year 2001-2002. First, school districts/county offices of education must select two performance indicators, obtain approval from their local boards of education, and notify the California Department of Education (CDE) by October 1, 2001 of the indicators they have chosen. Second, schools must begin collecting performance data supporting these indicators by July 1, 2001, or on the first day of the school year. Third, schools must send their data collected between July 1, 2001 and June 30, 2002 to CDE by July 30, 2002. This guide is intended to assist local administrators and staff in completing these tasks.

ASAM Development and Guiding Principles

In Duly 2000, the State Board of Education (SBE) approved the framework for the Alternative Accountability System developed by the Alternative Accountability Subcommittee of the Superintendent's Advisory Committee for the Public Schools Accountability Act (PSAA). The subcommittee gathered input from many representatives of professional organizations and local school administrators. The PSAA Subcommittee and CDE also conducted a statewide survey of schools serving high-risk students and held public meetings with strong field participation throughout school year 2000-2001. These efforts led to SBE adoption in March 2001 of the indicators to be used for the ASAM. Additional aspects of the Alternative Accountability System as a whole will be developed in 2001-2002.

For purposes of the Alternative Accountability System, *alternative schools* are defined as schools that serve a majority of students who are (1) at high risk for behavioral or educational failure, (2) expelled or under disciplinary sanction, (3) wards of the court, (4) pregnant and/or parenting, or (5) recovered dropouts. Students within these schools typically have a short tenure in school and in educational programs. Schools serving them must meet the challenge of addressing a wide range of personal and social issues that interfere with their abilities to reach grade-level standards.

The most significant feature of the Alternative Schools Accountability Model (ASAM) is the development of school-level performance measures that include a variety of indicators in addition to those measured by the STAR (SAT 9 and Standards Tests). The following are key elements of the multiple-indicator ASAM approved by the SBE in July 2000:

- accountability based on STAR results and other indicators selected from a list approved by the SBE;
- indicators appropriate to the population served approved by local boards, submitted to CDE, and collected throughout the school year;
- data reported to local boards and CDE for three years; and
- goals set and achieved on STAR tests and on each of the state-approved indicators.

Data collected in 2001-2002, the initial year of ASAM implementation, will provide a baseline for setting goals for the performance indicators.

To use the ASAM, eligible schools complete a registration process and agree to remain within the system a minimum of three years. Beginning in July 2002, these schools will be required to submit data on two performance indicators selected from the list approved by the SBE. The test publisher will submit STAR test results to CDE.

II. ASAM Participation and Key Concepts

Schools Participating in the ASAM

As of December 2000, 1,043 eligible schools registered to participate in the ASAM in the Alternative Accountability System and agreed to be held accountable through its measures. An additional 439 eligible schools elected to participate in the main (API) accountability system and received a baseline API in January 2000.[1] See Appendix A for detail on the 'alternative' schools participating in each accountability system.

Key Concepts in Developing the ASAM

In developing the ASAM, the PSAA Alternative Accountability Subcommittee relied upon three central concepts. First, to the extent feasible, student and school performance measures should be based upon multiple indicators that assess the ability of schools to serve high-risk students. These indicators should measure change in learning readiness, engagement, and educational goal

[1] District or county offices of education that have recently established, or are in the process of establishing, new schools that will be held accountable through the ASAM should contact the Educational Options Office at (916) 322-5012.

attainment, as well as the academic achievement and cognitive growth measured by the STAR test results. Second, schools should be able to choose from a variety of indicators those most appropriate to their goals and student population. And finally, a school's performance should not be compared to that of other schools, but rather with its own performance over time.

In July 2000 SBE approved 12 principles contained in the PSAA Subcommittee's initial *Background Report* that guided the development and implementation of the Alternative Accountability System.[2] In accordance with these principles, the Subcommittee based the accountability indicators for assessing alternative school performance on four primary sets of criteria:

- validity, reliability, and usefulness;
- feasibility and technical accuracy;
- reasonableness of impact and cost; and
- flexibility and stability.

The indicators are presented in Section VI of this report. They provide the first stage of development of the ASAM.

Validity, Reliability, and Usefulness

Given the diversity of students and educational objectives in alternative schools, the first criterion was that indicators used to assess outcomes must be appropriate to program goals and the student populations served. While to the greatest extent possible such measures should be comparable, priority must be placed on assessment validity, reliability, and usability.

Feasibility and Technical Accuracy

To accurately reflect the growth of high-risk students enrolled in alternative schools, indicators of school performance must be inclusive and should provide a "value-added" measure of students' growth *during the time they are enrolled in the school.* In the future, mechanisms need to be established to attribute student data back to the schools where previous instruction and service delivery occurred.

Reasonableness of Impact and Cost

Indicators also need to be implemented within cost constraints to avoid straining the current levels of state and local budgets for data collection, analysis, and use. State and local accountability efforts should be coordinated to minimize the amount of instructional time devoted to testing and reduce the data collection burden imposed by participating in the ASAM.

Flexibility and Stability

Finally, to the extent possible indicators selected for inclusion in the ASAM embody the two competing principles of flexibility and stability. The Model itself is intended to be sufficiently flexible to accommodate new indicators or components and to evolve in an orderly fashion as they become available and are incorporated over time.

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[2] The guiding principles are attached as *Appendix B* of this document.

III. Considerations for Choosing ASAM Indicators

Districts and county offices of education will choose two indicators in addition to the STAR (SAT 9 and Standards Tests) for schools participating in the ASAM in school year 2001-2002. The indicators selected must be appropriate to the high-risk population served, the grade range of students served, and the type of school. The SBE-adopted approval process requires district governing boards or county superintendents to submit documentation on the appropriateness of the selected indicators to CDE. Once they have been approved, schools must report student performance results on the selected indicators for a minimum three-year period.

SBE approved a total of 15 indicators, each measuring different aspects of student performance in alternative schools serving students at high risk for behavioral or educational failure. (See Figure 1, page 5.) While schools are required to submit results on two indicators, some indicators are inappropriate for the type of student or grade range specific schools serve. For example, attendance or tardiness is not an appropriate measures of school performance for residential court schools operated by county offices of education or for schools operated by the California Youth Authority (CYA). (The Subcommittee will identify other measures of behavior change for these schools and recommend these measures to SBE.) In addition, several measures—including high school graduation, promotion, or earning high school graduation credits—are appropriate only for schools serving specific grade ranges. Figure 2 on page 6 indicates the appropriateness of each indicator for specific types of schools and grade ranges.

Schools that span grade ranges and choose to report on indicators of school completion (Indicators 11-13: promotion, course completion, and credit completion) must submit data appropriate for students at *each grade range served for which a minimum number of students are enrolled.* Specifically, if a school selects school completion indicators, it must provide data on them for each grade range if either of the following is true: (1) the grade range at this school has a long-term enrollment of 100 or more students, or (2) the students enrolled in this grade range comprise 25 percent or more of the total long-term enrollment for the school year. If a school serving 7th to 12th grade students meets these minimum conditions of enrollment, it must submit information on course completion for students in the 7th and 8th grades, and on credit completion in 9th through 12th grades. A school serving a Kindergarten through 12th grade population must submit information on promotion (grades 2-6), course completion (grades 7 and 8), and credit completion (grades 9 through 12). *These would count as only one indicator of performance* for the school. The school would also have to choose and submit data on a second performance indicator for school year 2001-2002. (See Figures 2 and 3 that follow.)

IV. Definitions and Requirements

Minimum Standards of Attendance: Definition of a Long-term Student

For purposes of ASAM reporting, students must be enrolled for a minimum of 90 consecutive school days during the reporting year before including data on their performance in a school's accountability report. This minimum period is required for consistent delivery of instruction among the highly mobile populations frequently found in alternative schools serving high-risk students.

Figure 1: Summary of Proposed Growth Indicators Approved by the State Board of Education in March 2001[3]

	Purpose of Measurement	Indicator Use[4]
STAR Examination – SAT 9 and Augmented SAT 9	Academic Achievement	Base
Group I: Readiness Indicators		
Indicators of Discipline Problems:		
1 Improved Student Behavior	Behavior and Pre-learning Readiness	Additional
2 Suspension	Behavior and Pre-learning Readiness	Additional
Indicators of Student Persistence		
3 Student Punctuality	On-time Attendance and Engagement	Additional
4 Sustained Daily Attendance	Holding Power and Student Persistence	Additional
5 Student Persistence	Holding Power and Student Persistence	Additional
Group II: Contextual Indicators		
6 Attendance	Attendance and Persistence	Additional
7 English Language Development (CELDT)	Growth in Language Skills	Additional
Group III: Academic and Completion Indicators		
Indicators of Achievement[5]	**On Hold for 2001-2002**	
8 Writing Achievement	Writing and Language Skills	Additional
9 Reading Achievement	Reading and Language Skills	Additional
10 Math Achievement	Math Skill Improvement	Additional
Indicators of Meeting Goals and School Completion		
11 Promotion to Next Grade	Grade Completion and Academic Progress	Additional
12 Course Completion	Course Completion and Performance	Additional
13 Credit Completion	Credit Completion and Academic Progress	Additional
14 High School Graduation	Credit and Program Completion	Additional
15 GED Passage, CHSPE Certification, or GED Section Passage	Program Completion	Additional

[3] The PSAA Subcommittee recognized that the indicators proposed above have differing levels of reliability. In general, those in Groups II and III are more likely to be able to meet the standard required as a basis for potential rewards and interventions. Readiness indicators (Group I) are essential for assessment of school performance in assisting students to overcome social, attitudinal, and behavioral problems that limit their ability to attend and learn in a school setting. A critical task of the Subcommittee and CDE will be an ongoing evaluation of the Alternative Schools Accountability Model during its first three years of operation, including an analysis of the stability, reliability, and validity of the indicators. During that period, data on indicators submitted by schools will be examined and analyzed. Results of the evaluation will be submitted to the SBE as part of its consideration of possible revision and expansion of the Alterative Schools Accountability Model.

[4] The Subcommittee defined two general classes of indicators. A "Base" indicator consists of information to be reported by all schools. "Additional" indicators are those selected locally from the SBE-approved list. Schools will report Base indicator information (STAR/SAT 9 and Standards Test results) through the test publisher. Schools will report information on their Additional performance indicators directly to CDE.

[5] Approved in principle, pending development of criteria and a process for local districts and county offices to select pre-post assessment instruments that meet local educational goals as they are aligned to state standards. These indicators may not be used in school year 2001-2002.

Figure 2. Indicator Use by School and Grade Range

	County Court and CYA Schools			Alternative, Continuation, Community, Day, and Opportunity Schools[6]		
	Grades: 2-6	7-8	9-12	Grades: 2-6	7-8	9-12
Group I: Readiness Indicators						
Indicators of Discipline Problems						
1 Improved Student Behavior				✓	✓	✓
2 Suspension				✓	✓	✓
Indicators of Student Persistence						
3 Student Punctuality				✓	✓	✓
4 Sustained Daily Attendance				✓	✓	✓
5 Student Persistence				✓	✓	✓
Group II: Contextual Indicators						
6 Attendance				✓	✓	✓
7 English Language Development (CELDT)	✓	✓	✓	✓	✓	✓
Group III: Academic and Completion Indicators **On Hold for 2001-2002**						
Indicators of Achievement [7]						
8 Writing Achievement	✓	✓	✓	✓	✓	✓
9 Reading Achievement	✓	✓	✓	✓	✓	✓
10 Math Achievement	✓	✓	✓	✓	✓	✓
Indicators of Meeting Goals and School Completion						
11 Promotion to Next Grade	✓			✓		
12 Course Completion		✓			✓	
13 Credit Completion			✓			✓
14 High School Graduation			✓			✓
15 GED Passage, CHSPE Certification, or GED Section Passage			✓			✓

[6] Including Charter Schools serving a majority of students who are recovered dropouts and/or at high risk for behavioral or academic failure.

[7] Approved in principle, pending development of criteria and a process for local districts and county offices to select pre-post assessment instruments that meet local educational goals as they are aligned to state standards. (On hold for school year 2001-2002.)

Figure 3. School and Grade Range Requirements, Conditions, and Limitations for ASAM Indicators

Group I: Readiness Indicators

Indicators of Discipline Problems

1	Improved Student Behavior	Indicators #1 and #2 are not appropriate for residential court schools operated by county offices of education or for schools operated by the CYA. Other indicators of behavior change are under development for these schools.
2	Suspension	Either Indicator #1 or #2 may be used, but not both.

Indicators of Student Persistence

3	Student Punctuality	Only one of Indicators #3, #4, or #6 may be used.
4	Sustained Daily Attendance	Indicators #3, #4, #5, and #6 are not appropriate for residential court schools operated by county offices of education or for schools operated by the CYA.
5	Student Persistence	

Group II: Contextual Indicators

6	Attendance	Only one of Indicators #3, #4, or #6 may be used.
7	English Language Development (CELDT)	To be able to use Indicators #7 through #10, a school must have enough valid test results to satisfy both of the following: (a) The number of valid test results is at least 25 percent of the school's total long-term enrollment for the school year, AND (b) The number of valid test results is 11 or greater. Schools that use these indicators are encouraged to submit results for all long-term students. Schools other than residential court schools operated by county offices or CYA schools may use only one of these indicators of school performance within the ASAM.

Group III: Academic and Completion Indicators

Indicators of Achievement

8	Writing Achievement	**On Hold for 2001-2002**
9	Reading Achievement	
10	Math Achievement	

Indicators of Meeting Goals and School Completion

11	Promotion to Next Grade	This is appropriate only for schools serving grades K-6.*
12	Course Completion	This is appropriate only for schools serving grades 6-8.*
13	Credit Completion	This is appropriate only for schools serving grades 9-12.*
14	High School Graduation	This is appropriate only for schools serving grades 9-12. To use this indicator there must be a minimum of 15 percent of the school's total long-term enrollment for the reporting year, but no fewer than 11 students, who are eligible for graduation.
15	GED Passage, CHSPE Certification, or GED Section Passage	This is appropriate only for schools serving grades 9-12. To use Indicator #15, there must be a minimum of 15 percent of the school's total long-term enrollment for the reporting year, but no fewer than 11 eligible students, who take one of the indicated exams. Schools may submit results for only GED or only CHSPE.

*Schools choosing Indicators #11 to #13 must provide data for all grade ranges for which a minimum number of students are enrolled. Specifically, a school must provide data on these indicators for each grade range for which: (1) there is a long-term enrollment of 100 or more students, or (2) the students enrolled in this grade range comprise 25 percent or more of the total long-term enrollment for the school year.

Further Enrollment Considerations for Long-term Students

The definition of a 'long-term student' as having been *enrolled for a minimum of 90 consecutive school days* requires additional clarification, as follows:

1. Continuous enrollment *does not imply that a student was in attendance* for 90 consecutive school days; rather, the term implies that he or she enrolled for that period and *was scheduled to attend* classes or participate in instruction offered through the independent study strategy.

2. Long-term students who are classified as "dropouts" or "missing" are those who have been enrolled for 45 consecutive school days or longer *and* for whom no enrollment information or request for transcripts has been received from another educational institution at the end of an additional 45 consecutive school days. For purposes of the ASAM, this definition requires that if a student leaves school without graduating, passing the General Education Development Test (GED) or the California High School Proficiency Exam (CHSPE), or formally transferring to another educational program, schools are expected to maintain the student in an "enrolled status" at the alternative school through the 45 school-day period following the student's departure. At that time the student should be considered to be a dropout or "non-persistent" student (see Indicator #5). These students whose consecutive school days of enrollment total 90, whether they were present or absent, should be counted as long-term students in the denominator of formulas for other indicators used in ASAM reporting.

3. Summer school enrollment in a program offered at the school where the student is enrolled during the regular school year *should be included in the 90 consecutive school day* calculation for the school year in which the summer school occurred. Days during which a student is enrolled at a summer school offered in a school other than the one they are enrolled in during the regular academic year are not to be included in the 90 consecutive school day calculation.

4. For purposes of calculating high school graduation rates (see Indicator #14), a school participating in the ASAM should count students enrolled for 90 school days as graduates if they graduate from any school during the reporting year (July 1—June 31), whether or not the school awarding the diploma was the ASAM reporting school.[8]

5. ASAM calculations for a reporting school should include students enrolled at the school who are involuntarily transferred for detention in a juvenile hall, camp, or residential court program; who return *within 15 school days*; and whose enrollment in the reporting school *including the period of detention* exceeds 90 days.

[8] Beginning in reporting year 2002-2003, efforts will be made to permit including data on students whose period of 90 continuous days of enrollment bridges two reporting years.

ASAM Reporting School

A "reporting school" is one that has registered to participate in the ASAM and is required to select accountability indicators and submit yearly school performance data. Schools will remain in the ASAM a minimum of three years.

Reporting Year

For purposes of the ASAM, a school's reporting year will be the period between July 1 and June 30 of each calendar year.[9]

a. For schools not operating a year-round or summer program, data on ASAM performance indicators should be collected for all enrollees for the period beginning with the start of school in the fall and ending at the close of school in the spring. Data reported to CDE and local boards should include only long-term students.

b. Year-round schools should collect data on ASAM performance indicators for all students enrolled for the July 1 through June 30 inclusive. Data reported to CDE and local boards should include only long-term students.

c. Schools operating a summer program separate from the regular program should collect data on the ASAM performance indicators for all students enrolled in both the summer and regular programs. Data reported to CDE and local boards should include only those students defined as "long-term" students enrolled for 90 consecutive school days during the reporting year. For these schools, 90 consecutive days includes time spent in either or both the regular and summer school sessions.

Data and Information Systems

Participation in the ASAM requires the collection and reporting of a variety of school-level performance data. While most districts and county offices of education already collect these data, many do so in a manner that may not meet ASAM reporting requirements. In particular, data on the selected ASAM indicators is to be aggregated and reported for only long-term students – those students enrolled in a particular school for 90 consecutive school days in the reporting year.[10] A limited number of indicators also require schools to provide information on long-term student performance at a particular time, whether or not the student was enrolled in the reporting school at that time. Examples include indicators based upon graduation, GED or CHSPE certification, or change in CELDT proficiency levels. These indicators like the others, limit data reporting to long-term students.

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[9] In 2001-2002 only, ASAM schools choosing indicator #15 (GED Passage or GED Section Passage) will collect and report data on this indicator for the January 1, 2002 through June 30, 2002 period because of the adoption of new GED test forms and scoring. In subsequent years, data on this indicator will be collected for the July 1 through June 30 period of each reporting year.

[10] Given technical problems that may arise in meeting the requirement of reporting school performance based only on students enrolled for 90 consecutive school days in the 2000-2001 reporting year, the PSAA Advisory Committee agreed to allow districts to request a waiver of this requirement from the CDE Educational Options Office. Schools requesting a waiver for the 2001-2002 reporting year will be required to report data for all students who have been enrolled at any time during the reporting year. Waiver requests should be made by contacting the Educational Options Office at (916) 322-5012.

While many commercially available data collection systems provide the technical capacity to collect and report data this way, several do not. School and information systems staff should pay particular attention to the necessity to collect data on all students, but to report only those who have satisfied the enrollment requirements to be considered long-term students.

STAR Test Reporting for the ASAM

STAR test results, to be reported as the "base" indicator of performance for all schools participating in the ASAM, will include scores for all students who were enrolled in a school within the same school district or county office of education in the fiscal year prior to the administration of the test. This practice parallels that of the main (API) accountability system. Procedures for implementing a school-level 90-day enrollment restriction are not currently in place for this indicator.

The test publisher will continue to report to CDE the STAR test data for schools participating in the ASAM. No additional reporting responsibilities currently exist for schools participating in the ASAM.

Retention of Records

Districts, county offices of education, and CYA should retain all data and records used to compute performance indicators for schools participating in the ASAM for a minimum of three years after the reporting period. (See the *California Code of Regulations, Title 5,* Section 16026.)

V. Implementation Timeline for Schools Participating in the ASAM

♦ November 2000	Eligible schools designated their intent to participate in the ASAM.
♦ March 2001	State Board approved the indicators for the ASAM.
♦ May-June 2001	Workshops and initial technical assistance provided to participating schools on indicators and processes.
♦ September 2001	Schools select two indicators, secure local board approval, and submit to CDE.
♦ School Year 2001-2002	Schools collect baseline data throughout school year 2001-2002.
♦ July 2002	Schools report baseline data on indicators to local boards and to the Superintendent of Public Instruction (SPI).
♦ School Year 2002-2003	Schools collect second-year data on the two indicators selected in September 2001 and on a third indicator selected prior to the beginning of school year 2002-2003.

VI. Indicator Descriptions and Sample Report Forms

The section that follows provides detailed descriptions of the ASAM school performance indicators on the list approved by the SBE for use during the 2001-2002 school year.

Each indicator is described in terms of the following characteristics:

- the type of school, grade range, and student population for which it is appropriate;
- its purpose and definition; and
- instructions for computation including alternative methods of calculation where appropriate.

This *Guide* also includes sample forms similar to those that CDE will provide to schools for reporting data on the selected indicators in July 2002. The test publisher will provide STAR test data, the "base" ir.dicator for all schools in the ASAM, to CDE.

ASAM indicators are intended to permit local boards, the public, and CDE to assess school performance over time. School performance on these indicators is *not* to be compared across schools, but rather longitudinally on a year-to-year basis for the reporting school. In addition to ensuring the appropriateness of indicators for the student populations served in the participating ASAM schools, indicator selection can be structured to assist teachers and others in local program planning and improvement.

Alternative Schools Accountability Model
Description of Indicator #1: Improved Student Behavior

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (SAT 9 and Standards Tests). Decision makers should review this description carefully before selecting ***Indicator #1: Improved Student Behavior.*** The intent of this indicator is to provide a measure of school performance in changing and improving students' behavior and readiness to learn.

Appropriate student population(s)

Type of School: Indicator #1 is appropriate for all schools participating in the Alternative Schools Accountability Model except residential court schools operated by county offices of education and the California Youth Authority. (Other indicators of behavior change are under development for these schools.) This indicator would not be appropriate for schools utilizing an independent study strategy *for more than 35 percent* of their students.

Grade Level: All Grades

Definition of Indicator: This indicator requires schools to collect and report information on the number of recommended suspensions or expulsions for offenses under California's *Education Code* section 48900(i), committing obscene acts or engaging in habitual profanity or vulgarity, and 48900(k), disrupting school activities or willfully defying the authority of school personnel. Computations are as shown below:

Instructions for Completion of Indicator

Incidence of Inappropriate Behavior Rate:

a). The numerator is the total number of times long-term students were *cited for inappropriate behavior and recommended for suspension or expulsion* under either Section 48900(i) or under Section 48900(k) while enrolled in the school during the reporting year.*

b). The denominator is the total number of long-term students *enrolled in the school during* the reporting year.

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Definition of students who are to be included in calculation: Districts should count students who have been *recommended for suspension or expulsion* including students cited for inappropriate behavior under Section 48900(i) or for disruptive behavior or defying authority under Section 48900(k). All recommendations should be included in this total, regardless of whether the students were actually expelled by the local board of education.

*Recommendations for expulsion or suspension received at different times should each be counted as a separate action. In this case a single student may be included multiple times in the numerator described above. For purposes of this calculation, *recommendations* for suspension or expulsion *do not* have to be upheld by local boards and/or administrators.

Please see sample data reporting form on the following page.

Alternative Schools Accountability Model
2001-2002 Sample Reporting Form
Indicator #1: Improved Student Behavior

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated:

a). Total number of times long-term students enrolled in this school at any time during the 2001-2002 reporting year were *cited for inappropriate behavior and recommended for suspension or expulsion* under *Education Code* section 48900(i) or Section 48900(k) [ ]

b). Total number of long-term students *enrolled in the school* during the 2001-2002 reporting year [ ]

2001-2002 Student Behavior Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number. [ ]

Name of Principal or Designee	Signature of Principal or Designee	Date Signed
Name of Superintendent or Designee	**Signature of Superintendent or Designee**	**Date Submitted**

Alternative Schools Accountability Model
Description of Indicator #2: Suspension

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (SAT 9 and Standards Tests). Decision makers should review this description carefully before selecting ***Indicator #2: Suspension***. The intent of this indicator is to provide a measure of school performance in changing and improving students' behavior and readiness to learn.

Appropriate student population(s)

Type of School: Indicator #2 is appropriate for all schools participating in the Alternative Schools Accountability Model, except residential court schools operated by county offices of education and the California Youth Authority. (Other indicators of behavior change are under development for these schools.) This indicator would not be appropriate for schools utilizing an independent study strategy *for more than 35 percent* of their students.

Grade Level: **All Grades**

Definition of Indicator: Districts will consider students as suspended if they have received an out-of-school suspension for any reason. Each suspension of the type above received by a student should be counted as a separate action, and should be included in the numerator as described above. Computations are as shown below:

Instructions for Completion of Indicator

School Suspension Rate:

a). The numerator is the total number of out-of-school suspensions of long-term students while enrolled in the school during the reporting year.

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b). The denominator is the total number of long-term students *enrolled in the school* during the reporting year.

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Definition of students who are to be included in calculation:

Students are to be counted as suspended if they have received an out-of-school suspension for any reason. Only those suspensions that are not stayed, suspended, or served at school are to be counted in this total.

If a student is suspended out-of-school on two or more occasions, each suspension should be counted as a separate action, and should be included in the numerator as described above.

Please see sample data reporting form on the following page.

Alternative Schools Accountability Model
2001-2002 Sample Reporting Form
Indicator #2: Suspension

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated:

a). Total number of out-of-school suspensions of long-term students while enrolled in the school during the 2001-2002 reporting year

b). Total number of long-term students *enrolled in the school* during the 2001-2002 reporting year

2001-2002 Suspension Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Name of Principal or Designee	Signature of Principal or Designee	Date Signed

Name of Superintendent or Designee	Signature of Superintendent or Designee	Date Submitted

Alternative Schools Accountability Model
Description of Indicator #3: Student Punctuality

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (SAT 9 and Standards Tests). Decision makers should review this description carefully before selecting ***Indicator #3: Student Punctuality***. This indicator provides a measure of school performance in changing and improving on-time student attendance and engagement for classroom-based programs.

Appropriate student population(s)

Type of School: Indicator #3 is appropriate for all schools participating in the Alternative Schools Accountability Model except residential court schools operated by county offices of education and the California Youth Authority and for those students enrolled in a school providing instruction predominantly through the independent study strategy.

Grade Level: All Grades

Definition of Indicator: Districts will consider students as *present on time* if they are in class at the beginning of the first daily period indicated on their assignment schedule. Students receiving instruction through the independent study strategy should not be included in the calculations for this measure. Schools with a mixed classroom-based instruction and independent study strategy should report only students assigned to classroom programs.

Instructions for Completion of Indicator

Student Punctuality Rate:

$$\frac{\text{a). The numerator is the total number of days long-term students enrolled in the school were } \textit{present on time at the beginning of their assigned school day} \text{ during the reporting year.}}{\text{b). The denominator is the total number of days all long-term students enrolled in the school } \textit{attended the school} \text{ during the reporting year.}}$$

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Definition of students who are to be included in calculation: Districts will consider students as *present on time* if they are in class at the beginning of the first daily period indicated on their assignment schedule. Students receiving instruction through the independent study strategy should not be included in the calculations for this measure. Schools with mixed classroom-based instruction and independent study strategy should report only students assigned to classroom programs.

Please see sample data reporting form on the following page.

Alternative Schools Accountability Model
2001-2002 Sample Reporting Form
Indicator #3: Student Punctuality

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated:

a). Total number of days long-term students enrolled in the school were *present on time at the beginning of their assigned school day* during the reporting year

b). Total number of days long-term students enrolled in the school *attended the school* during the reporting year

2001-2002 Student Punctuality Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Name of Principal or Designee	Signature of Principal or Designee	Date Signed
Name of Superintendent or Designee	**Signature of Superintendent or Designee**	**Date Submitted**

Alternative Schools Accountability Model
Description of Indicator #4: Sustained Daily Attendance

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (SAT 9 and Standards Tests). Decision makers should review this description carefully before selecting ***Indicator #4: Sustained Daily Attendance***. This indicator provides a measure of school performance in changing and improving school holding power and persistence for students receiving classroom-based instruction.

Appropriate student population(s)

Type of School: Indicator #4 is appropriate for all schools participating in the Alternative Schools Accountability Model except residential court schools operated by county offices of education and the California Youth Authority and for those students receiving instruction through the independent study strategy.

Grade Level: All Grades

Definition of Indicator: Schools will count students as completing an entire assigned instructional day when they were *present in class* during the first and last daily period indicated on their assignment schedule.

Instructions for Completion of Indicator

Sustained Daily Attendance Rate:

a). The numerator is the total number of days in which long-term students *were present in class and completed their full assigned instructional day* during the reporting year.

b). The denominator is the total number of days long-term students enrolled in the school were *present in class for any portion of a school day indicated on their assignment schedule* during the reporting year.

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Definition of students who are to be included in calculation:

For purposes of calculating the numerator, schools will count students as completing an entire assigned instructional day when they were *present in class* during the first and last daily period indicated on their assignment schedule. For purposes of calculating the denominator, schools will count students *present in class for any portion of a school day* indicated on their assignment schedule. Students receiving instruction through the independent study strategy should not be included in the calculations for this measure. Schools providing instruction both through classroom-based and independent study strategies should report only students assigned to classroom-based instruction.

Please see sample data reporting form on the following page.

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Alternative Schools Accountability Model
2001-2002 Sample Reporting Form
Indicator #4: Sustained Daily Attendance

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated:

a). Total number of days in which long-term students *were present in class and completed their full assigned instructional day* during the reporting year

b). Total number of days long-term students enrolled in the school were *present in class for any portion of a school day indicated on their assignment schedule* during the reporting year

2001-2002 Sustained Daily Attendance Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Name of Principal or Designee	Signature of Principal or Designee	Date Signed
Name of Superintendent or Designee	**Signature of Superintendent or Designee**	**Date Submitted**

Alternative Schools Accountability Model
Description of Indicator #5: Student Persistence

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (SAT 9 and Standards Tests). Decision makers should review this description carefully before selecting ***Indicator #5: Student Persistence***. This indicator provides a measure of school performance in changing and improving student attendance and persistence, no matter what instructional strategy is used.

Appropriate student population(s)

Type of School: Indicator #5 is appropriate for all schools partic ipating in the Alternative Schools Accountability Model except residential court schools operated by county offices of education and the California Youth Authority.

Grade Level: All Grades

Definition of Indicator: Schools selecting this indicator will report *both* their classroom attendance and independent study attendance rates as indicated below for all long-term students. Computations are as shown below:

Instructions for Completion of Indicator

For students receiving classroom-based instruction, districts will consider students as *unaccounted enrollees* if their 45th consecutive day of non-attendance occurred between the opening day and the end of the ASAM reporting year, *and* if these students had not returned to school by the end of the school year.

Student Persistence Rate for Classroom-based Instruction:

a). The numerator is the total number of long-term students enrolled in the school during the reporting year and *receiving classroom-based instruction* LESS the total number of these students who were considered to be *unaccounted* for during that year.

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b). The denominator is the total number of long-term students enrolled in the school and receiving classroom-based instruction during the reporting year.

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

For students receiving instruction through the independent study strategy, districts will consider students as *unaccounted enrollees* if their 45th consecutive day of non-attendance occurred between the opening day and the end of the reporting year, *or* if these students violated the terms of their independent study agreement, were dropped by the school from independent study instruction, and were not reenrolled in an educational program.

Student Persistence Rate for Independent Study Strategy:

a). The numerator is the total number of long-term students enrolled in the school during the reporting year and received instructions through the *independent study strategy* LESS the total number of these students who were considered to be *unaccounted* for during that year.

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b). The denominator is the total number of long-term students enrolled in the school and receiving independent study-based instruction during the reporting year.

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Alternative Schools Accountability Model
Description of Indicator #5: Student Persistence (Continued)

Definition of terms: As in the case of the CBEDs definition of dropouts, students are considered to be *unaccounted enrollees* if they are absent for 45 consecutive days, under 21 years of age and (1) have not graduated or completed an approved program, (2) are not known to be in an educational program leading to a high school diploma or its equivalent, (3) have not received a GED or CHSPE certificate, (4) have been suspended or expelled and are not known to be enrolled elsewhere, (5) have left school to get married or for other reasons, (6) have moved out of the district, state, or out of the United States and are not known to be in an educational program leading to a degree or its equivalent, and/or (7) have been incarcerated, in the armed forces, or in the Peace Corps and are not known to be in an educational program.

- Long-term students who are classified as dropouts or "missing" are those who have been enrolled for 45 consecutive school days or longer *and* for whom no enrollment information or request for transcripts has been received from another educational institution at the end of an additional 45 consecutive school days. For purposes of the ASAM, this definition requires that if a student leaves school without graduating, passing the GED or CHSPE, or formally transferring to another educational program, schools are expected to maintain the student in an "enrolled status" at the alternative school through the 45 school-day period following the student's departure. At that time the student should be considered to be a dropout or "non-persistent" student. These students, whose consecutive school days of enrollment total 90, whether they were present or absent, should be counted as long-term students in the denominator of formulas for other indicators used in ASAM reporting.

Please see sample data reporting form on the following page.

Alternative Schools Accountability Model
2001-2002 Sample Reporting Form
Indicator #5: Student Persistence

Name of School	District	County	CDS Code

Please enter data for *this school only*:	Persistence Rate for Classroom-based Instruction:		Persistence Rate for Independent Study Strategy:
a). Total number of long-term students enrolled in the school during the reporting year and *receiving classroom-based instruction* LESS the total number of these students who were considered to be *unaccounted* for during the year		a). Total number of long-term students enrolled in the school during the reporting year and receiving instruction through the *independent study strategy* LESS the total number of these students who were considered to be *unaccounted* for during the year	
b). Total number of long-term students enrolled in the school and receiving classroom-based instruction during the reporting year		b). Total number of long-term students enrolled *in* the school and receiving independent study-based instruction during the reporting year	
2001-2002 Persistence Rate:		**2001-2002 Persistence Rate:**	
A. Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.		B. Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.	

Name of Principal or Designee	Signature of Principal or Designee	Date Signed
Name of Superintendent or Designee	**Signature of Superintendent or Designee**	**Date Submitted**

Alternative Schools Accountability Model
Description of Indicator #6: Attendance

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (SAT 9 and Standards Tests). Decision makers should review this description carefully before selecting ***Indicator #6: Student Attendance***. This indicator provides a measure of school performance in changing and improving student attendance and persistence, no matter what instructional strategy is used.

Appropriate student population(s)

Type of School: Indicator #6 is appropriate for all schools participating in the Alternative Schools Accountability Model except residential court schools operated by county offices of education and the California Youth Authority.

Grade Level: **All Grades**

Definition of Indicator: Schools selecting this indicator will report their attendance rate as indicated below for all long-term students.

Instructions for Completion of Indicator

For students receiving classroom-based instruction, districts will consider students as attending if ADA is claimed for their attendance for any portion of an instructional day. For students receiving instruction in the classroom in the independent study mode, districts will consider students as attending if ADA is claimed for their attendance.

Attendance Rate:

a). The numerator is the total number of apportionment days claimed for all long-term students enrolled in the school during the reporting year.

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b) The denominator is the total days of enrollment for all long-term students enrolled in the school during the reporting year.

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Please see sample data reporting form on the following page.

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Alternative Schools Accountability Model
2001-2002 Sample Reporting Form
Indicator #6: Attendance

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated:

Attendance Rate

a). Total number of apportionment days claimed for all long-term students enrolled in the school during the 2001-2002 reporting year

b). Total days of enrollment for all long-term students enrolled in the school during the 2001-2002 reporting year

2001-2002 Attendance Rate: Divide line "a: by line "b", multiply by 100, and round to the nearest whole number.

Name of Principal or Designee	Signature of Principal or Designee	Date Signed
Name of Superintendent or Designee	**Signature of Superintendent or Designee**	**Date Submitted**

Alternative Schools Accountability Model
Description of Indicator #7: California English Language Development Test (CELDT)

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (SAT 9 and Standards Tests). Decision makers should review this description carefully before selecting ***Indicator #7: California English Language Development Test (CELDT)***. This indicator provides a measure of English language learning and growth in English language readiness in reading and writing among English learners in grades two through twelve who are at risk for behavioral or academic failure.

Appropriate student population(s)

Type of School: Indicator #7 is appropriate for all schools participating in the Alternative Schools Accountability Model. Schools selecting Indicator #7 must submit test results for a number of students equal to at least 25 percent of the school's total long-term enrollment for the reporting year and that number may not be fewer than 11.

Grade Level: All Grades

Definition of Indicator: The CELDT tests are administered to all English learners, students who have a primary language other than English. For purposes of this indicator, data should be submitted only for tests that are administered to students in grades two through twelve. The indicator provides a measure of school performance in improving reading and English language skills.

Instructions for Completion of Indicator

Students for whom these changes are reported must have been enrolled in the reporting school a minimum of 90 continuous days during the reporting year. They do not need to have been enrolled in the reporting school at the time either the first or second CELDT test was administered in order for their scores to be included in this calculation. Schools will report the change in CELDT proficiency levels between the first administration in the fall of the reporting year and the second administration in the fall of the following school year.

For individual students, change in proficiency level will be calculated by subtracting the student's CELDT proficiency level as reported for the first test administered in the fall of the reporting year from the proficiency level reported for the second test administered in the fall of the following school year. Total change in CELDT proficiency levels will be the sum of all individual changes in student proficiency levels.

In practice, administration of the CELDT in the fall of each school year, results in a data collection cycle that is not strictly parallel to that for the other ASAM indicators. Use of this indicator will require that schools submit data on CELDT proficiency level change to CDE when results for the second test administration become available.

Alternative Schools Accountability Model
Description of Indicator #7: California English Language Development Test (CELDT)

English Language Development Test (CELDT):

a). The numerator is the *total change in CELDT proficiency levels for* long-term students enrolled in the ASAM reporting school who took the CELDT during the reporting year and the following year. (See instructions above.)

b). The denominator is the total number of long-term students enrolled in the ASAM reporting school who took the CELDT during the reporting year and the following year.

Average Proficiency Level Change: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Please see sample data reporting form on the following page.

Alternative Schools Accountability Model
2001-2002 Sample Reporting Form
Indicator #7: California English Language Development Test (CELDT)

Name of School	District	County	CDS Code

Please enter data from *this school only* in the boxes as indicated:

Total number of long-term students enrolled in 2001-2002: ☐

a). Total change in CELDT proficiency levels ☐

b). Total number of long-term students included in calculation ☐

2001-2002 proficiency level on CELDT: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number. ☐

Name of Principal or Designee	Signature of Principal or Designee	Date Signed
Name of Superintendent or Designee	**Signature of Superintendent or Designee**	**Date Submitted**

The State Board of Education has placed indicators 8, 9, and 10 on hold for school year 2001-2002. A formal review process to be conducted in the fall of 2001 is expected to provide an approved list of locally-adopted tests of writing, reading, and math available for use in school year 2002-2003.

Alternative Schools Accountability Model
Description of Indicator #11: Promotion to Next Grade

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (SAT 9 and Standards Tests). Decision makers should review this description carefully before selecting ***Indicator #11: Promotion to Next Grade.*** This indicator provides a measure of school performance emphasizing strategies for improving grade completion and academic progress in the elementary school grades, no matter what instructional strategy is used.

Appropriate student population(s)

Type of School: Indicator #11 is appropriate for all elementary schools participating in the Alternative Schools Accountability Model.

Grade Level: Elementary Grades Only

Definition of Indicator: Promotion refers to the rate at which long-term students in the elementary grades are promoted to the next grade level.

Instructions for Completion of Indicator

Promotion Rate:

a). The numerator is the total number of long-term students enrolled in the school who are promoted to the next grade level during or at the end of the reporting year.

b). The denominator is the total number of long-term students enrolled in the school during the reporting year.

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Definition of students who are to be included in calculation: Schools should count students in the numerator who have been promoted to the next grade level during or at the end of the reporting year in accordance with the district's promotion and retention policy and pursuant to *Education Code* sections 48070 and 48070.5.

Please see sample data reporting form on the following page.

Alternative Schools Accountability Model
2001-2002 Sample Reporting Form
Indicator #11: Promotion to Next Grade

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated:

a). Total number of long-term students enrolled in the school who are promoted to the next grade level during or at the end of the reporting year

b) Total number of long-term students enrolled in the school during the reporting year

2001-2002 Promotion Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Name of Principal or Designee	Signature of Principal or Designee	Date Signed
Name of Superintendent or Designee	**Signature of Superintendent or Designee**	**Date Submitted**

Alternative Schools Accountability Model
Description of Indicator #12: Course Completion

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (SAT 9 and Standards Tests). Decision makers should review this description carefully before selecting ***Indicator #12: Course Completion.*** This indicator provides a measure of school performance emphasizing strategies for improving grade completion and academic progress in the middle school grades, no matter what instructional strategy is used.

Appropriate student population(s)

Type of School: **Indicator #12 is appropriate for all middle schools participating in the Alternative Schools Accountability Model.**

Grade Level: Middle School Grades

Definition of Indicator: The course completion indicator will be computed in one of the three ways described below. A school should calculate the outcome on this indicator *in only one of the ways* indicated and should continue using this methodology for three years.

Instructions for Completion of Indicator

Course completion will normally refer to a student's receiving a passing grade in a course during a school year. Each course passed should be counted separately. The number of courses completed by a single student will therefore be the total number of courses passed during the entire year. If a student is not enrolled at the school when a course would normally be completed, the school should use the student's grade at the time of withdrawal to determine if the student would have passed the course.
Courses assigned as *part of a student's educational* program are defined as those courses assigned by school guidance personnel. Schools adopting this indicator may not count students as "having completed a course" if students remained in a course until the end of the semester but did not receive a passing grade. "Passing grade" is defined by district and school policy.

A: Course Completion Rate:

a). The numerator is the total number of courses *passed by all long-term students while enrolled* in the school during the reporting year.

b). The denominator is the total number of courses *attempted* by all long-term students while enrolled in the school during the reporting year.

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

B: Educational Program Completion Rate:

a). The numerator is the total number of courses *passed by all long-term students while enrolled* in the school during the reporting year.

b). The denominator is the total number of courses to which all long-term students *were assigned as part of their educational program* while enrolled in the school during the reporting year.

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Alternative Schools Accountability Model
Description of Indicator #12: Course Completion (Continued)

C: Average Course Completion Rate:	a). The numerator is the total *number of courses passed* by all long-term students enrolled in the school during the reporting year.
	b). The denominator is the total number of long-term students enrolled in the school during the reporting year.
	Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Please see sample data reporting form on the following page.

Alternative Schools Accountability Model
2001-2002 Sample Reporting Form
Indicator #12: Course Completion

Name of School	District	County	CDS Code

Please enter data for *this school, using only ONE* of the methods below:

A. Course Completion Reporting Method

a). Total number of courses *passed by all long-term students while enrolled* in the school during the reporting year

b). Total number of courses *attempted by* all long-term students while enrolled in the school during the reporting year

B. Educational Program Completion Method

a). Total number of courses *passed by all long-term students as part of their educational program while enrolled* in the school during the reporting year

b). Total number of courses to which all long-term students *were assigned as part of their educational program* while enrolled in the school during the reporting year

C. Average Course Completion Method

a). *Total number of courses passed* by all long-term students while enrolled in the school during the reporting year

b). Total number of long-term students enrolled in the school during the reporting year

2001-2002 Course Completion Rate:

A. Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

B. Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

C. Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Name of Principal or Designee	Signature of Principal or Designee	Date Signed
Name of Superintendent or Designee	**Signature of Superintendent or Designee**	**Date Submitted**

Alternative Schools Accountability Model
Description of Indicator #13: Credit Completion

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (SAT 9 and Standards Tests). Decision makers should review this description carefully before selecting Indicator ***#13: Credit Completion***. This indicator provides a measure of school performance emphasizing strategies for improving unit completion and academic progress at schools that award high school credit for the 9th grade and above no matter what instructional strategy is used.

Appropriate student population(s)

Type of School: Indicator #13 is appropriate for all schools participating in the Alternative Schools Accountability Model.

Grade Level: Grades 9 and above

Definition of Indicator: *Credits* are those school credits that count towards a student's graduation requirements, and are awarded for successful completion of course and/or unit requirements. *Credits awarded for non-academic factors are specifically excluded from this measure.*

Instructions for Completion of Indicator

The measure will be computed in one of the two ways described below. A school should calculate the outcome on this indicator *in only one of the ways* indicated below, and should continue using this methodology for three years.

A. Credit Completion Rate:

a). The numerator is the total number of high school graduation credits earned by all long-term students while enrolled in the school during the reporting year.

b). The denominator is the total number of high school graduation credits attempted by long-term students while enrolled in the school during the reporting year.

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

B. Average Credits Completed:

a). The numerator is the total number of high school graduation credits earned by long-term students while enrolled in the school during the reporting year.

b). The denominator is the total number of long-term students enrolled in the school during the reporting year.

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

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Alternative Schools Accountability Model
2001-2002 Sample Reporting Form
Indicator #13: Credit Completion

Name of School	District	County	CDS Code

Please enter data for *this school, using only ONE* of the methods below:

A. Credit Completion Rate:

a). Total number of high school graduation credits earned by all long-term students while enrolled in the school during the reporting year

b). Total number of high school graduation credits attempted by long-term students while enrolled in the school during the reporting year

2001-2002 Credit Completion Rate:

A. Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

B. Average Credits Completed:

a). Total number of high school graduation credits earned by long-term students while enrolled in the school during the reporting year

b). Total number of long-term students enrolled in the school during the reporting year

B. Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Name of Principal or Designee	Signature of Principal or Designee	Date Signed
Name of Superintendent or	**Signature of Superintendent or Designee**	**Date Submitted**

Alternative Schools Accountability Model
Description of Indicator #14: High School Graduation

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (SAT 9 and Standards Tests). Decision makers should review this description carefully before selecting ***Indicator #14: High School Graduation***. This indicator provides a measure of school performance in improving credit earning rates and levels of high school program completion.

Appropriate student population(s)

Type of School: Indicator #14 is appropriate for all high schools participating in the Alternative Schools Accountability Model. For a school to use this indicator, a minimum of 15 percent of its total long-term enrollment for the reporting year, but no fewer than 11 students, must be eligible for graduation.

Grade Level: **High School**

Definition of Indicator: Students *receiving a high school diploma* will normally refer to those students graduating from high school, *including those students receiving their diploma from another high school in the reporting year after leaving the reporting school.* Each student graduating from either the reporting school or another high school will be included in both of the numerators below. The number of graduates recorded by a school for a single year will be the total number of graduates receiving their diplomas *during* the entire reporting year.

Instructions for Completion of Indicator

The indicator will be computed in each of the two ways described below. Schools are required to *report on both* of these computation methods.

A. On-time High School Graduation Rate:

a). The numerator is the total number of long-term high school students enrolled in the school during the reporting year who *received a high school diploma* during the reporting year.

b). The denominator is the total number of students who should have graduated based upon the date initially established at high-school entrance for their graduation.

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.-+

As used below, the term *credit-eligible* refers to students who in September of the reporting year had earned 65 percent of the number of high school credits required by the district for graduation.

B. High School Graduation Rate for Credit-Eligible Students:

a). The numerator is the total number of long-term high school students enrolled in the school who *received a high school diploma* during the reporting year.

b). The denominator is the total number of *credit-eligible* long-term 12th grade students enrolled in the school during the reporting year.

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Alternative Schools Accountability Model
2001-2002 Sample Reporting Form
Indicator #14: High School Graduation

Name of School	District	County	CDS Code

Please enter data for *both methods of computation*:

A. On-time High School Graduation Rate:

a). Total number of long-term high school students enrolled in the school during the reporting year who *received a high school diploma* during the reporting year

b). Total number of students who should have graduated based upon the date initially established at high-school entrance for their graduation

B. Graduation Rate for Credit Eligible Students:

a). Total number of long-term high school students enrolled in the school who *received a high school diploma* during the reporting year

b). Total number of *credit-eligible* long-term 12th grade students enrolled in the school during the reporting year

2001-2002 Graduation Rate:

A. Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

B. Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

Name of Principal or Designee	Signature of Principal or Designee	Date Signed
Name of Superintendent or Designee	**Signature of Superintendent or Designee**	**Date Submitted**

Alternative Schools Accountability Model
Description of Indicator #15: GED Passage, CHSPE Certification, or GED Section Passage

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (SAT 9 and Standards Tests). Decision makers should review this description carefully before selecting ***Indicator #15: GED Passage, CHSPE Certification, or GED Section Passage.*** This indicator provides alternative measures of school performance in program completion and raising passage rates for high school equivalency requirements.

Appropriate student population(s)

Type of School: Indicator #15 is appropriate for schools participating in the Alternative Schools Accountability Model that have access to GED or CHSPE scores for their students and where at least 15 percent of the schools' total long-term enrollment took the reported exam, as long as that number is not fewer than 11.

Grade Level: High School (qualifying students aged 16 or older for CHSPE and 17 and older for GED)

Definition of Indicator: This completion indicator will be computed in one of the three ways described below. A school should calculate the outcome on this indicator by *only one of the methods* indicated and should continue using this methodology for three years.

Instructions for Completion of Indicator

Requirements regarding eligibility to take these exams preclude including results for students younger than 16 for the CHSPE or younger than 17 for the GED. *Students passing the GED or CHSPE* will refer to those students who completed all GED or CHSPE requirements, either at the reporting school or at another school after leaving the reporting school. Each long-term student completing the requirements for certification based on these exams should be included in the appropriate numerator below. The number of "passes" recorded by a school for a single year is the total number of individuals successfully completing the equivalency or proficiency exam requirements during the entire reporting year. The denominator for this indicator should be calculated by counting all long-term students who are or were enrolled in the reporting school during the reporting year. For purposes of computation, students who took a given exam more than once are *not* to be counted more than once in calculating the denominator.

For *GED Sections Passage* the numerator of the formula is the number of GED sections passed either at the reporting school or at another school during or after the student's enrollment in the reporting school during that reporting year. The number of "passes" recorded by a school for a single year should therefore be the total number of GED sections successfully completed during the entire reporting year.

The denominator for *GED Sections Passage* is calculated by counting the total number of GED sections attempted by all long-term students enrolled in the reporting school during the school year. Multiple attempts by a student to pass a GED exam section will not be counted more than once. For example, if a student took the reading section three times and the math section two times, and did not attempt any other sections, that student attempted two sections.

Alternative Schools Accountability Model
Description of Indicator #15: GED Passage, CHSPE Certification, or GED Section Passage (Continued)

A: Passage of GED Exam

a). The numerator is the total number of long-term students who met the age requirements, were enrolled in the school during the reporting year, and completed all requirements for *GED certification* during the reporting year.

b). The denominator is the total number of long-term students who met the age requirements, were enrolled in the school during the reporting year, and attempted to complete the requirements for GED certification during the reporting year.

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

B: CHSPE Certification

a). The numerator is the total number of long-term students who met the age requirements, were enrolled in the school during the reporting year, and *passed the CHSPE* during the reporting year

b). The denominator is the total number of long-term students who met the age requirement, were enrolled in the school during the reporting year, and attempted to pass the CHSPE during the reporting year.

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.

C: GED Section Passage

a). The numerator is the total number of *GED sections passed* by all long-term students who met the age requirement for the GED and were enrolled at the school during the reporting year.

b). The denominator is the total number of GED sections attempted by all long-term students who met the age requirement for the GED and were enrolled at the school during the reporting year.

Rate: Divide line "a" by line "b," multiply by 100, and round to the nearest whole number

Note: Data may be reported only for students who were at least 17 years of age at the time they took the GED or 16 years of age at the time they took the CHSPE and who met the other eligibility requirements for testing. See eligibility requirements for the GED at: *<http://www.cde.ca.gov/GED/>* and eligibility requirements for the CHSPE at: *<http://www.chspe.com/>*.

Please see sample data reporting form on the following page.

Alternative Schools Accountability Model
2001-2002 Sample Reporting Form
Indicator #15: GED Passage, CHSPE Certification, or GED Section Passage

Name of School	District	County	CDS Code

Please enter data for *this school using only ONE* of the methods below:

A. Passage of GED Exam Method		**B. CHSPE Certification Method**		**C. GED Section Passage Method**	
a). Total number of eligible long-term students enrolled in the school during the reporting year and completing all requirements for *GED certification* during the reporting year		a). Total number of eligible long-term students enrolled in the school during the reporting year and *passing the CHSPE* during the reporting year		a). Total number of *GED sections passed* by all eligible long-term students enrolled in the school during the reporting year	
b). Total number of eligible long-term students enrolled in the school during the reporting year who attempted to complete requirements for GED certification during the reporting year		b). Total number of eligible long-term students enrolled in the school during the reporting year who attempted to pass the *CHSPE* during the reporting year		b). Total number of GED sections attempted by all eligible long-term students enrolled in the school during the reporting year	

2001-2002 GED Passage, CHSPE Certification, or GED Section Passage Rate:

A. Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.		B. Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.		C. Divide line "a" by line "b," multiply by 100, and round to the nearest whole number.	

Name of Principal or Designee	Signature of Principal or Designee	Date Signed
Name of Superintendent or Designee	**Signature of Superintendent or Designee**	**Date Submitted**

VII. Sources of Information

For more detailed information about the Alternative Accountability System, including the ASAM, contact the Educational Options Office of the California Department of Education by calling (916) 322-5012 or by faxing (916) 323-2039. Questions about the main (API) accountability system should be addressed to the Office of Policy and Evaluation at (916) 657-2273. Information about both accountability systems can be found at <http://www.cde.ca.gov/psaa>.

Inquiries concerning school eligibility, registration, deadlines, and submission requirements for the ASAM should be addressed to Robert Bakke at <rbakke@cde.ca.gov> and inquiries regarding definitions or calculations for specific indicators may be addressed to Don Dixon at <sra@sonic.net>.

Alternative Schools Participating in the Alternative Schools Accountability Model and the Main (API) Accountability System[11]

Total Number of Schools Participating in the Alternative Schools Accountability Model [12]	1,043
Estimated Total Number of Students Enrolled in Participating Schools[13]	250,000 students

School Description	Alternative Accountability Schools Model	Main (API) Accountability System
Continuation Schools	503	19
Community Day Schools	251	6
Alternative Schools	144	102
Juvenile Court Schools	52	1
Charter Schools	27	310
California Youth Authority Schools	15	0
County Community Schools	38	0
Opportunity Schools	13	1
Total	**1043**	**439**

[11] These numbers are based on responses submitted by superintendents of district and county offices of education in December 2000.

[12] An estimated one hundred (100) schools serving traditional populations that report fewer than 11 valid STAR test scores will also participate in the Alternative Schools Accountability Model.

[13] This estimate is based on CBEDS enrollment data from 1999, augmented by estimated enrollments in schools established since October 1999.

Appendix B

Guiding Principles for the Development and Implementation of the Alternative Accountability System.[14]

1. The Alternative Accountability System must be technically sound and recognize the special needs and diversity of students served by alternative schools.

2. The Alternative Accountability System should support parents' and the public's right to know the levels of student performance in each alternative school and program. In addition, significant improvement in alternative schools should be recognized.

3. The Alternative Accountability System must measure growth in knowledge of content, skills, and competencies that can be taught and learned in school. Such measures should reflect state content and performance standards and other indicators that are important for populations served by alternative schools.

4. The Alternative Accountability System must identify and set reasonable standards of school performance, but should not attempt to create an artificial standard of comparison across many types of alternative schools.

5. The Alternative Accountability System must measure school performance and growth on the basis of "value added" characteristics of the programs within a focus on multiple program goals.

6. The Alternative Accountability System should provide accountability for all students in alternative schools and assign responsibility for improvement to appropriate schools.

7. The Alternative Accountability System is part of an overall accountability system that must include comprehensive information and incorporate contextual and background indicators beyond those required by law.

8. The Alternative Accountability System should strive to measure growth based on student-level longitudinal data.

9. The Alternative Accountability System should be flexible and its component indicators should be stable.

10. The Alternative Accountability System should support local accountability systems and minimally burden them.

11. The Alternative Accountability System should provide schools the opportunity to participate in the main accountability system.

12. The Alternative Accountability System must conform to the requirements and intent of the Public Schools Accountability Act of 1999 and other related legislation.

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[14] Developed by the Alternative Accountability Subcommittee of the Superintendent's Advisory Committee for the Public Schools Accountability Act (PSAA) and approved by the State Board of Education in July 2000.

Appendix C

Three Alternative Accountability Models

Under terms of the Public School Accountability Act, the Alternative Schools Accountability Model (ASAM) is one of three separate accountability models referred to the PSAA for development. These include:

- A Small Schools Model that provides a set of methods and procedures for demonstrating performance for schools with fewer than 11 valid scores on statewide tests,
- A Special Education Schools and Centers Model appropriate to schools serving a preponderant majority of students with communicative, physical, learning, or emotional disabilities, and
- An Alternative Schools Accountability Model that utilizes outcome measures appropriate for high-risk, high-mobility students with difficulty in meeting behavioral and educational objectives.

Because the population of students served by schools under each of these models varies greatly, each model addresses a distinct set of problems and issues, requires a unique set of performance indicators, and requires a widely differing methodology of data collection, analysis, and reporting. The chart that follows, entitled *Accountability Models for Schools on the Alternative Accountability System*, provides an overview of all three models.

Accountability Models for Schools in the Alternative Accountability System			
Schools Components:	**Small Schools Model** (Main Accountability System, API with *)	**Alternative Schools Accountability Model**[15] (STAR/SAT 9 and Other Indicators)	**Special Education Schools and Centers Model**[16] (IEP and Quality Assurance System)[17]
Small Traditional Schools a. Fewer than 100 valid tests (400 schools, up to 40,000 students) b. Fewer than 11 valid tests	✓	✓	
	Small Schools Model	**Alternative Schools Model**[18]	**Special Education Schools and Centers Model**[19]
Alternative Schools[20] a. 100 or more valid tests b. Fewer than 100 valid tests. c. Fewer than 11 valid tests	Option to participate Option to participate	✓ ✓ ✓	
Special Education Schools and Centers			✓

[15] Defined for the purposes of the Alternative Accountability System as schools, including charter schools, that primarily serve students who are at high risk for behavioral or educational failure, expelled, or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts.

[16] Defined here as schools, including charter schools that primarily serve students with disabilities.

[17] To be reviewed in September 2001.

[18] Defined for the purposes of the Alternative Accountability System as schools, including charter schools, that primarily serve students who are at high risk for behavioral or educational failure, expelled, or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts.

[19] Defined here as schools, including charter schools that primarily serve students with disabilities.

[20] 439 schools chose to participate in the main (API) accountability system and 1,043 (enrolling approximately 200,000 students, based on the 1999-2000 CBEDS data) will participate in the Alternative Schools Accountability Model.